# The Report of the Accreditation Visiting Team

### Copper Hills Youth Center 5899 West Rivendell Drive West Jordan, Utah 84088

October 24, 2003





Utah State Office of Education 250 East 500 South P.O. Box 144200 Salt Lake City, Utah 84114-4200

## THE REPORT OF THE VISITING TEAM REVIEWING

### Copper Hills Youth Center 5899 West Rivendell Drive West Jordan, Utah 84088

October 24, 2003

#### **UTAH STATE OFFICE OF EDUCATION**

Steven O. Laing, Ed.D.
State Superintendent of Public Instruction

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#### **FOREWORD**

A major purpose of the accreditation process is to stimulate inservice growth and school improvement. Consequently, requirements include not only meeting the standards of the Utah State Office of Education, but also completing a school evaluation every six years.

School evaluation is that effort by the local school staff to take a comprehensive look at the school's program, operation, and effect. The school determines how closely its purposes and philosophy coincide with its actual practices and the degree to which its stated objectives are being reached. It is a three-phased program: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, October 24, 2003, was conducted because of the school's desire to ensure quality education for all students in the school, and to meet the requirements referred to above.

The entire staff of Copper Hills Youth Center is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Cliff DeGraw is commended.

The staff and administration are congratulated for the generally fine program being provided for Copper Hills Youth Center students, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more adequately meet the needs of the students of Copper Hills Youth Center.

Steven O. Laing, Ed.D. State Superintendent of Public Instruction

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10/30/03

#### **COPPER HILLS YOUTH CENTER**

#### **ADMINISTRATION AND STAFF**

#### **School Administration**

Mike Rowley		
Counseling		
Larry Larcade	Director of Therapy	
Dr. Duncan Wallace	Medical Director	

#### **Support Staff**

Annie McIlravy Lorrie Stephenson

#### **Faculty**

Elizabeth Barchanski Lloydel Johansen
Michelle Boyer Aimee Miller
Dariusz Cykalewicz Angela Smith-Knott
Molly Harvey Tom Thorpe

#### **COPPER HILLS YOUTH CENTER**

#### MISSION STATEMENT

The Education Department at Copper Hills Youth Center is dedicated to providing the highest quality of care to adolescents and their families. The staff is committed to ensuring that each student receives individualized instruction that promotes creativity, critical thinking skills, and an appreciation for diverse ideas, cultures, and people. The program provides a positive, safe, and meaningful classroom environment that ensures that each student has an opportunity to succeed and practice skills that will lead to a smooth transition as they move on to a less restrictive setting.

#### **BELIEF STATEMENTS**

We believe each student . . .

- Has the potential to be successful.
- Is valued as an individual.
- Has something unique and meaningful to offer to others.
- Has the right to express their ideas and opinions in a safe, nonthreatening environment.

We believe each teacher . . .

- Has the right to be treated as a professional.
- Is capable of positively influencing a student's life.
- Is an important member of our educational team.
- Has the right to feel valued and respected.

#### MEMBERS OF THE VISITING TEAM

Verneita R. Hunt, Cottonwood Elementary, Granite School District, Visiting Team Chairperson

Charles Bearce, American Fork Junior High School, Alpine School District

JoAnne Myers, Elk Ridge Middle School, Jordan School District

#### VISITING TEAM REPORT

#### **COPPER HILLS YOUTH CENTER**

**CHAPTER 1: SCHOOL PROFILE** 

Copper Hills Youth Center is located in the southwest area of the Salt Lake Valley and is one of four residential treatment centers belonging to the network of Kids Behavioral Health. Because the network is small, they have direct communication with their corporate office. Copper Hills enjoys a great amount of freedom to design its own programs to meet the specific needs of its student population. As a private school, it is not required to follow many state and federal guidelines. However, Copper Hills makes every effort to follow those governmental regulations to provide a quality education for its students and to maintain a positive rapport with referral sources. The teachers are all licensed through the Utah State Office of Education. Representatives from the Utah State Office of Education have visited Copper Hills to help with compliance with those regulations. The corporate office is very supportive of the decisions made by the Copper Hills faculty and administration on the local level, and facilitates implementation of those changes.

In 1999, Copper Hills Youth Center had four teachers, a Director of Education, a small staff, and 65 resident students. Due to the limited size of the teaching staff, teachers taught numerous subject areas, many outside of their endorsement areas. Because there was no special education teacher, IEPs were conducted on a very limited basis, as was assessment. Student files were poorly organized, no student archive system existed, and none of the education forms or student information was on the computer network. Within a three-year period, Copper Hills had a turnover of 23 teachers, creating instability within its program.

Since that time, Copper Hills has seen a tremendous growth in students (110), teaching staff (eight teachers, two Directors of Education, and two assistants), and staff (260). The ratio of students to staff is 4:1. The turnover rate for teachers has dramatically decreased, with several beginning their second year. Students from more than a dozen states are now divided into different classes based upon their academic functioning levels. All student archives are organized and referenced in the school's computer network. Education forms, including monthly progress notes, report cards, transcripts, and IEPs, have been standardized and are also contained on the computer network. Several tools are used regularly to assess and chart progress. Copper Hills is also working in conjunction with Utah State University to endorse all teachers in special education. The endorsement will facilitate Copper Hills in accepting students with more severe disabilities and many serious educational deficits. The Utah State Special Education Endorsement program will not only improve the instructional practices, but will add stability to teachers' commitment to Copper Hills youth.

a) What significant findings were revealed by the school's analysis of its profile?

The Visiting Team found that Copper Hills Youth Center administration, faculty, and staff made significant efforts to analyze data collected monthly and through use of NSSE surveys. Their strong desire to self-assess their teaching practices and educational practices is apparent by the extensive work with desired results for student learning and their extended action plans. Not only was an action plan created, but implementation plans that enhanced each step of the action plan were created, with time lines, estimated resources, persons responsible, and spaces for dates completed to be written. Teachers were adamant that their plans were their "living bible" and would be used daily and reviewed weekly and monthly in various staff meetings.

Much effort went into analyzing the needs of students in the skill areas of effective communicator, problem solver, and lifelong learner. Administrators, teachers, and staff repeatedly showed concern for students' continual progress in academics and life skills.

b) What modifications to the school profile should the school consider for the future?

The Visiting Team encourages Copper Hills Youth Center to modify its school profile on a monthly basis as new data, information, and changes are made. This will fulfill the Center's goal of making the action plan its "living bible."

#### **Suggested Areas for Further Inquiry:**

- Expand the use and assessment of NSSE's *Student Rubrics of Desired Results of Student Learning*.
- Continue to use and analyze data from the student and staff surveys.
- As goals are met for the implementation plans, use data collected to extend the goals into the upcoming years in anticipation of the next accreditation visit.

#### **CHAPTER 2: THE SELF-STUDY PROCESS**

a) To what extent has the school community engaged in a collaborative self-study process on behalf of students?

The Visiting Team found the administration, educational staff, mental health professionals, therapists, psychologists, etc. to be fully engaged and excited about the self-study process. A genuine desire for improvement was and is the driving force behind their enthusiasm for the accreditation process. The Visiting Team found that every staff member at the Center knew the process and had a part in it.

b) To what extent does the school's self-study accurately reflect the school's current strengths and limitations?

The staff of Copper Hills Youth Center is well aware of their weaknesses and, through the process of the self-study, becoming aware of their many strengths. Because they had so far to come just four years ago, the administration and staff have been able to make great strides because of their tremendous desire for continued progress. The most productive strength the Center possesses is its talented and dedicated educational staff and an administration that gives that staff the professional respect with which to do their job.

### CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Copper Hills Youth Center's desired results for student learning are as follows:

- 1. Life Long Learner
  - o Students use what they already know to acquire new knowledge.
  - o Students connect knowledge and experience from different subject areas.
  - Students reflect on and evaluate their learning for the purpose of improvement.

#### 2. Problem Solver

- Students gather and use information effectively to gain new knowledge classify and organize information, support inferences, and justify conclusions appropriate to the context and audience.
- Students utilize, evaluate and refine the use of multiple strategies to solve a variety of types of problems.
- Students generate new and creative ideas by taking considered risks in a variety of contexts.

#### 3. Effective Communicator

- o Students communicate with clarity, purpose, and understanding of audience.
- Students integrate the use of a variety of communication forms and use a wide range of communication skills.
- o Students recognize, analyze and evaluate various forms of communication.

#### Shared Vision, Beliefs, Mission, and Goals:

a) To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?

Copper Hills Youth Center utilized a collaborative model to formulate a shared vision at the school, which not only includes the educational division, but permeates the whole facility. The collaborative team included the educational staff, the mental health professionals (therapists, psychologists, etc.), the supervisory staff, and the administration. This group, led by the educational staff, developed the desired results for student learning (DRSLs). The collaborative effort is witnessed in the choice of the DRSL of Lifelong Learner. While the educational staff rated it as a lower area of concern on a needs assessment, it was incorporated with the other needs represented on the survey. The rest of the staff at the Center felt it was very important, and it was adopted as a DRSL.

The educational staff has a weekly faculty meeting in which they review their adopted direction and renew their commitment to accomplishing their goals. Goals are reviewed and progress toward accomplishing them is noted. Future deadlines and needs are reviewed as appropriate. It was apparent that the faculty knew the mission, vision, direction, and goals of the Center. There is even a transition plan to help new faculty members become connected to the vision and provide recommendations to refine it in the future.

b) To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?

Copper Hills Youth Center is a unique educational setting with a charge to treat the whole child, including physical, emotional, educational, and social development, etc. This has helped lead to a widespread sense of the responsibility of all staff members to the support and commit to students' education and success. This is accomplished through a highly developed system of team meetings and progress tracking. While it may be necessary in a school with a high turnover of students, it also provides for excellent tracking of student achievement. The DRSLs are indicative of the commitment to teach the whole child, and not simply teach subjects. The Visiting Team was able to verify widespread knowledge and use of the vision, mission, and values established at the Center. The DRSLs developed by the staff are used as a guiding influence in what is taught and how it is taught.

c) To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?

The mission, vision, and values espoused by the Copper Hills Youth Center are directly aligned with the DRSLs and are fully incorporated in the day-to-day business of the school.

#### **Curriculum Development:**

a) To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?

The staff utilizes the Utah State Core Curriculum as a basis for what is taught at the Center. With the transient nature of the population, teachers rotate through various courses in the core and rotate the classes by terms. Evidence was noted in lesson planning books, which had reference to specific portions of the Core being taught, and on progress tracking sheets for students, which included their mastery of certain objectives. With a large portion of students from outside Utah and a small portion remaining until graduation, the Utah Core Curriculum's essential concepts are taught to meet the needs of the students and the states to which they will return.

The staff has recently focused on silent sustained reading as a way of improving students' reading ability. They have infused 15 minutes of reading into the English and social studies classes. As a result, students are more involved with reading, and the staff believes that the students' comprehension and abilities in reading have increased. It would be prudent to gather data to verify these feelings. The inclusion of the Utah Life Skills seems to be a natural fit at the Center, as they are offering many opportunities in therapy to teach Life Skills. The Center has a facility-wide behavior plan that includes many points of the Utah Life Skills.

b) To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?

With the educational staff at Copper Hills Youth Center being small, departmentalization is not a problem and collaboration is high. The staff meets weekly in a variety of sessions to discuss all aspects of student education and life skills taught at the Center. The staff should continue to work together to develop curricula that will meet the requirements of the Utah State Core and align with the DRSLs chosen by the Center.

#### **Quality Instructional Design:**

a) To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?

It was very evident that the educational staff as a whole tailors its instruction to each individual student based upon the current academic levels and future learning needs of the student. The instructional strategies take into account the individual student's learning style and strengths/weaknesses. A variety of teaching strategies were observed, including group work, demonstrations, direct instruction, Socratic questioning, storytelling, discussion, modeling, student presentations, and, to a limited extent, hands-on activities. As noted in the self-study, it is often necessary to limit the use of manipulatives and laboratory experiences due to safety precautions unique to this population.

b) To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?

The teaching staff was observed using a variety of instructional strategies in order to introduce and reinforce learning concepts. The education staff works hand in hand with the certificated special education teacher, and functions in many ways as special education staff themselves. Many of the instructional techniques they use are tailored for the teaching of diverse learners, at different levels and with different strengths and weaknesses. Recognizing the needs of the population they are working with, the staff is currently making inquiry into becoming licensed in special education as a group.

The staff makes accommodations several times hourly for students served under an Individual Education Plan (IEP), as 70–80 percent of the students are under IEPs. Several of the students the Visiting Team met with commented on how the teachers at the school were the first educators who had been able to recognize or showed concern about where they needed help (especially in math), and then were actually able to help them.

Regarding data-driven instruction, the Visiting Team recommends that the educational staff continue to collect data on each student's present level of performance. The staff should use that information, as well as past data, to give a clear picture of the skill level upon admission to the facility and of progress made during the student's tenure at Copper Hills Youth Center.

c) To what extent do the professional staff and leadership provide additional opportunities which support student learning?

The school provides a year-round education to the students, in contrast to most secondary schools. The students only take occasional breaks from classes, mostly for a day or two over the holidays. Because of this unique scheduling, the

students can earn academic credits year round. The collaborative network of support within the school, and the fact that the students live there, aids in this process also.

If the students are not achieving in the regular class, they are provided with tutoring in various subject areas. The students are rarely given homework to complete outside of class time, as they are busy with therapy and other activities outside of the school day. A computer lab is available for student use, as is a limited library. The Visiting Team recognizes and commends the staff on the priority given to educational goals while students are enrolled at the school.

#### **Quality Assessment Systems:**

a) To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?

Great strides have been made in the assessment of students' abilities at the school. The school tests each student within five days of admission using the WRAT3—Blue. In addition, the Woodcock Johnson III is given about two to three weeks later. The WRAT3—Tan is given upon dismissal from the facility. All of these assessment tools are more than adequate in assessing a student's present level of performance. In visiting with the teachers, the Visiting Team also gained evidence of informal assessments being conducted on an ongoing basis in the subject area classrooms.

The Visiting Team would like to commend the staff on their formalized testing program using standardized tests, and would like to encourage the school to continue to have individualized data accessible on each student as milestones are met.

b) To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?

Through the standardized testing program, pre- and post-assessment is taking place. Informal assessment occurs in the classroom, and report cards and progress reports are provided on a regular basis.

The Visiting Team encourages the staff to continue the review and application of informal testing programs with data-driven results in each subject area. These informal assessments should provide the students with multiple opportunities to demonstrate their learning and skills attained.

c) To what extent are assessments designed, developed, and used in a fair and equitable manner?

The formal pre- and post-assessments used (WRAT3 and Woodcock-Johnson III) are designed, developed, and used in a fair and equitable manner. Evidence collected shows that grading is applied in a bias-free manner. Several of the staff members commented that they were more interested in the students learning a given concept; therefore, the students were given multiple opportunities to master a skill before moving on to new concepts.

#### **Leadership for School Improvement:**

a) To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?

The leadership of the Copper Hills Youth Center, from the corporate office to the officers at the Center to the team leaders, strongly believes in offering a quality learning environment. They are very supportive of teaching and learning and have demonstrated this by allowing many opportunities for staff members to attend workshops to enhance their abilities in the Center and in the classroom. They also show their commitment by placing a mental health associate in each classroom during class to provide additional help to students and to intervene in difficult behavioral situations.

b) To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?

The leadership of the Center has made a firm commitment to gathering and using data in the educational process. An extensive needs assessment was performed at the Center, and this data was used to develop and refine the vision, goals, and expected outcomes at the Center. This data is dynamic in nature and is reviewed by the staff regularly in a pattern of continuous improvement for the Center.

Additionally, data is collected continuously through set testing schedules and classroom assessment. This data is used in the weekly staff meetings to analyze students' progress and lead academic as well as life skills education.

c) To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?

The leadership of the Center has made a firm commitment to using data in the educational process. Every student is evaluated at the time he/she arrives at the center and placed in academic groups according to his/her achievement level. The students are formally assessed each month, as well as with weekly informal tests. Then the staff discusses student progress at their weekly meetings, making necessary adjustments to their educational plan. The staff plans to create an educational progress wall or board to more quickly monitor the progress of

students and help guide the educational plans for students. The Center's leadership should encourage this plan.

d) To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?

The leadership at the Center has demonstrated its commitment to providing a safe learning environment by having all staff trained in MANDT, CPR, first aid, and teaching students with a variety of psychological diagnoses. Also, the administration is in the final stages of providing funding for all licensed teachers to earn and receive Special Education Endorsements. In doing so, the teachers can more effectively teach students by understanding what lies inside the students. Teachers expressed appreciation for this training and for being given knowledge of students' diagnoses and current conditions.

e) To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?

Decisions are becoming more aligned with the DRSLs as the DRSLs become more completely incorporated in the Center. Resources are provided to help the educational staff accomplish the goals set forth in the self-study. As this pattern continues to be followed, the school will continue to improve. The parent company is giving more and more autonomy to Copper Hills administration to spend resources as they see fit for the benefit of their students. Copper Hills Youth Center is becoming a model school for residential treatment centers in education and teaching life skills.

f) To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?

As a residential treatment center serving students from across the United States, the Center has some difficulty involving a community beyond its walls. Sometimes, a student's home life is a contributing factor in the student's being referred to the Center. To the extent that it is feasible and appropriate, the Center involves parents, social workers, and therapists in the process of ensuring student learning. A concerted effort has been made to involve parents/guardians in the IEP process and in the monthly treatment review team (when possible) by telephone.

The leadership of the Center has also reached out into the geographic community and has begun to forge partnerships with businesses and relationships within the community, including with other schools. This is a real strength and a development that should continue.

#### **Community Building:**

a) To what extent does the school foster community building and working relationships within the school?

Through both the School Improvement Plan document and meeting with the educational staff, the Visiting Team was highly impressed with the community that exists within the school. Over and over, evidence was provided of a true feeling of camaraderie among the staff, with the interests of the students always at the forefront. The staff is very dedicated to the creation and maintenance of a caring and supportive community for the students. This fact was reinforced by interviews with students who, when asked, "What is the best thing about Copper Hills Youth Center?" consistently answered, "The staff and the teachers." Descriptors such as "awesome" and comments such as "they really care about me" were heard over and over. The students also commented that the teachers stick with them and provide all the help needed for them to learn a concept. Two of the students commented, "This is the first time I have ever understood math."

The Visiting Team commends the staff on their achievements in this area and encourages continued dedication to this process in the future.

b) To what extent does the school extend the school community through collaborative networks that support student learning?

Because of the nature of the facility and the fact that many students come from out of state, parental involvement is somewhat limited. As a benefit to the students, the school has done an excellent job of securing community support in the form of learning opportunities beyond the classroom. Students have many opportunities for recreation and learning beyond the school campus through the donation of tickets for bowling, zoo admission, opera, ballet, etc.

The school also works to ensure a smooth transition for the students back into the community when dismissal is indicated.

#### **Culture of Continuous Improvement and Learning:**

a) To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?

Through the visit to the facility and meeting with staff members, the Visiting Team was very impressed with the extent to which the School Improvement Plan document is, in a very real sense, a living, breathing document being used by the entire institution to focus on the future of the school.

Recent workshops and professional development activities have supported areas of continued growth for the staff members. The school administration is supportive of these learning opportunities for the staff. For example, the staff has seen more and more evidence that they are all performing in a special educator role a majority of the time, and the administration is currently exploring licensure programs for the staff in special education from a local university.

b) To what extent does the school create conditions that support productive change and continuous improvement?

The staff commended the administration on providing a climate of support for continuous change and improvement. The staff has attended workshops focused on their areas of improvement and has begun the gradual acquisition of updated curriculum materials that support their desired results for student learning.

The Visiting Team was impressed with the staff and administration's commitment to continue to improve and increase their effectiveness in working with the student population and its somewhat specific and inherent needs.

## CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI

#### Standard I – Educational Program

Copper Hills Youth Center has met this goal.

#### Standard II - Student Personnel Services

Copper Hills Youth Center has met this goal.

#### Standard III – School Plant and Equipment

Copper Hills Youth Center has met this goal.

#### Standard IV - Library Media Program

The library is small, but the number of books is growing. No librarian is specified.

#### Standard V - Records

Copper Hills Youth Center has met this goal.

#### Standard VI – School Improvement (This is addressed in the self-study.)

Copper Hills Youth Center has met this goal.

#### Standard VII – Preparation of Personnel

Copper Hills Youth Center has met this goal.

#### Standard VIII – Administration

Copper Hills Youth Center has met this goal.

#### Standard IX - Teacher Load

Copper Hills Youth Center has met this goal.

#### Standard X – Activities

Copper Hills Youth Center has met this goal.

#### Standard XI – Business Practices

Copper Hills Youth Center has met this goal.

#### CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

a) To what extent is the schoolwide action plan adequate in addressing the critical areas for follow-up?

Through the self-study process, the Center has addressed its strengths and weaknesses. The energetic and devoted dedication of the administration and codirectors to the accreditation process is prevalent in the data-driven school profile and action plan/implementation plans. Copper Hills Youth Center staff members know where they have been and where they want to go, and have a clear plan how to get there.

b) To what extent is there sufficient commitment to the action plan, schoolwide and systemwide?

In order to ensure compliance with the implementation plans and to document school progress, the first meeting of each month will be dedicated to reviewing the implementation schedule, making specific plans, and reporting on past assignments. The principal and the co-directors will be responsible for ensuring

that the schedule is being followed and goals are being met. School improvement goals will also become part of the facility's Committee of the Whole Report so that their progress is evident to the administration of the facility and their corporate office.

c) How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the schoolwide action plan appear to be?

Data-driven goals will be continually assessed through regular means, and adjustments to the action plan will be made regularly. Feedback sessions on the action plan steps are listed as a goal in the implementation plans. These sessions, along with dedication of the principal and co-directors to the self-study process, are solid evidence that follow-up action will be taken on a continuing basis.

### CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

#### **Commendations:**

- The Visiting Team commends the administration for leading Copper Hills Youth Center through an exemplary accreditation process. The extent of work and dedication to the process has created a great sense of ownership and commitment to their resident students and each other.
- The Visiting Team commends the principal and faculty, including the Directors of Education, assistants, and teachers, for their tremendous efforts to embrace the self-evaluation process. All parties involved have not only gained a sense of ownership, but have created a synergy that has magnified the quality of education that students receive at Copper Hills.
- The Visiting Team commends Copper Hills Youth Center for an unconditional belief in and commitment to students.
- The Visiting Team commends the administration, faculty, and staff for taking the
  disorganized and haphazard school of four years ago and creating a model
  program with concrete data and action plans that are the continuing basis for
  ongoing self-assessment and improvement.
- The Visiting Team commends the administration, faculty, and staff for creating relationships with students and each other that make a difference for teenagers and their futures.

#### **Recommendations:**

- The Visiting Team recommends that the administration, faculty, and staff continue to collect data and follow the action plans and implementation plans to improve the quality of education for their resident students.
- The Visiting Team recommends that data continue to be used in academics to further ongoing student assessment.
- The Visiting Team recommends that textbook replacement continue to be a priority to increase the level of current educational information.
- The Visiting Team recommends that Copper Hills Youth Center continue to reach out to the geographic community to strengthen and create relationships that will benefit Center students.